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ABSTRACT

This annotated reading list addresses the problem of the paucity of literature dealing specifically with the relationship between personality and language learning. There is no general theoretical model that encompasses personality theory, self-concept, ego development, learning theory, motivation, and body image as they relate to psycholinguistics and linguistics. Definitions of terms and problems in developing a theoretical model are discussed, and outlines of two preliminary models, the communicative and the intrapsychic, are presented. The body of this work, an annotated bibliography, was developed in an attempt to juxtapose works that seem likely to generate productive hypotheses and theories about the relationship between personality and second language learning. The first part of the reading list, on the communicative model, includes 72 citations in the following sections: (1) culture and social setting; (2) language as a system of communication; (3) personality theory: traits and persona; and (4) the degree of Acquisition of a second language and its relationship to personality. The second section, on the intrapsychic model, includes 56 citations in the following categories: (1) body experience; (2) language as a self-directive system and as a system of speech; (3) personality variables -- sense of identity -- language-specific sense of self; and (4) relationships among body variables, spoken language, and sense of identity. The third section, "A Synthesis: Directions for the Future," includes 11 citations concerning efforts to localize specific language functions of the brain. (NCR)

LANGUAGE IN EDUCATION:

THEORY & PRACTICE

12 **Personality and Second Language Learning**

Virginia D. Hodge

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

12

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Virginia D. Hodge

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An annotated reading list that attempts to juxtapose those works that seem likely to generate productive hypotheses and theories about the relationship between personality and second language learning.

With thanks to Frances Vaughn for her encouragement and editorial assistance.

PERSONALITY AND SECOND LANGUAGE LEARNING

INTRODUCTION

Many teachers of language feel that there is a strong connection between the personality of the learner and the progress of learning. Despite this widespread intuition, the paucity of literature that addresses itself specifically to the subject of the relationship between personality and language learning is astonishing. When the subject is defined as personality and second language learning, a useful list of citations is almost nonexistent. Why is this so? There are two apparent reasons: (1) it is difficult to ask the right questions and to formulate and define the problem, and (2) because these preliminary tasks have not been accomplished, no comprehensive theory has been developed.

Organizing the Questions

Introspective language teachers and psychologists who study persons with a command of more than one language raise various questions that are not easy to summarize, but the most important of these questions can be categorized under four headings: *(1) How does one distinguish between those individuals who are likely to learn a second language and those who probably will not learn? (2) Does switching from speaking one language to speaking a second language cause a change in identity or personality? If so, what is it that is changing? (3) What are the psychological implications, both external and intrapsychic, of the demand to learn a second language, either in childhood or as an adult? (4) Is it possible that one individual's two languages are differently represented neurologically?*

Defining the Problem

The way words are defined often points the direction for further investigation. The areas encompassed by the words 'personality,' 'language,' 'learning,' and 'body image' cover almost the whole scope of human life. To discuss the problems succinctly requires a careful definition of each of a number of elements, a suggestion of the priorities or probabilities of the way that various elements

are interrelated, and an insistence that the key to unlocking the puzzles lies in a search for dynamic relationships between the elements rather than isolated facts.

A Comprehensive Theory

There is, as yet, no general theoretical model that encompasses and deals with personality theory, self-concept, ego development, learning theory, motivation, and body image as they relate to psycholinguistics and linguistics.

Several approaches, such as the systems analysis of communication theorists (e.g., Bateson, 11, and Ruesch, 12), the psychoanalytic approach of Freedman and his colleagues (88, 89, 90, 109), and Pribram's work in language and neuropsychology (139) use theories in non-traditional and creative ways. A reading of the comments made by Piaget (92) and Luria (86) on each other's work, and the investigations carried out by psychologists to test Chomsky's theories, offer ideas in need of development.

For those who need to apply these approaches to teaching a second language, however, the reading of such studies is time-consuming and frustrating. This reading list does not claim to remedy that situation. Nothing has been written yet to encompass such a broad area, but there are a number of theoretical developments that indicate that a synthesis may be possible in the near future.

APPROACHING AN ANSWER

Developing a Model

Definition of Terms and Theoretical Problems

Language

In defining language, I consider the key element to lie in a distinction that is rarely considered or emphasized. Language is ordinarily considered to be a complex system of interpersonal communication, consisting of numerous subsystems and intimately connected in various ways with culture. I would like to emphasize here that language is also an intrapsychic system that acts as a mechanism for self-control and self-direction and for transforming such intrapsychic phenomena as images (visual, auditory, olfactory), fantasies, dreams, and ideas into conscious and communicable form. The importance of this role of language has seldom been explicitly investigated, but it is currently being addressed by Freedman and Grand (88, 109).

Personality

Elements of personality that should be considered when reading the citations below include the perception of the individual by others (often referred to as 'persona'), how individuals perceive themselves, and ego development. One needs to consider whether personality changes, such as maturation, result from behavioral conditioning or are to some degree innately disposed to systematic or natural developmental change. This fundamental distinction conditions the questions one may ask: *How amenable is personality to change? And what role does language play in such change?*

There are two crucial issues in current personality theory that have implications for applied linguists. The first of these issues deals with the distinction between personality traits such as sociability, dependence, serenity, aggressiveness, need to achieve, and so forth, and personality types, such as extroversion/introversion or endomorphy, ectomorphy, and mesomorphy. Allport (31), for example, has developed lists of traits and methods of testing for such traits. Trait theory is usually used in studies of personality and language learning, but it is my feeling that trait theory would be more useful when investigating persona variables, and type theory when looking at sense of identity. The lack of a clear explanation of such relationships is one of the reasons why non-psychologists have difficulty using these theories productively in research and why a search of the literature is so frustrating to the language teacher.

The second issue is the stability over time of personality components. Some psychologists, particularly the psychoanalysts, feel that such elements of personality as character type and defenses are established early and can be changed only with great difficulty. Behavioral psychologists (for example, Skinner) feel that most personality elements are amenable to change given proper environmental conditions. Language teachers are likely to be far more familiar with the latter school of thought, but when they are dealing with sense of identity and a reluctance to progress in language learning, they need to consider theories that treat stable, non-changing elements of personality.

Learning

What processes should be considered in the field of learning theory? The reader should keep in mind the following questions: *(1) Are people throughout their lives malleable clay to be worked on by their environment; that is, can they be conditioned by proper use of stimuli, or can they learn only when certain prior stages have been reached and consolidated? (2) Is learning a one-time, 'ah-ha!' thing, or does it proceed slowly by small incremental stages?* Each of these situations probably occurs under different learning condi-

tions, and each process probably interacts with personality factors and language factors in a different manner. It will take a broad theoretical model to explicate all these interrelationships.

Body Image

There is a growing sense that in any of the social sciences one must return ultimately to a single fundamental fact--the palpable reality of the human body. Popular and widespread investigations have dealt with the communicative behavior of the human body. In addition, less well known studies have dealt with the inner subjective changes and feelings--difficult to document--that are associated with changes in feedback from various areas of the body or the disorientation caused by diminution in verbal or kinesthetic feedback.

Teachers of second languages should keep in mind the fact that there are communicative aspects of body function such as gestures and eye contact, as well as intrapsychic effects of such body functioning. One might ask, *will a change in manner of gesturing contribute to an inner sense of psychic change?*

Bilingualism

There is a large body of literature addressing itself to the problem of defining and measuring bilingualism. In addition, work has been done on refining and expanding an understanding of the various contexts in which a bilingual's two languages are acquired and used. At the stage of hypothesis development, too stringent a definition of bilingualism and bilingual contexts tends to be sterile and nonproductive. Therefore, the broadest possible meaning of the term bilingualism is intended throughout--the alternate use by an individual, regardless of level of competency, of two or more spoken codes in order to function in varying interpersonal contexts. As the connections between personality and language variables become better understood, more exact definitions can be developed.

Outline of Two Preliminary Models

How can the non-psychologist simplify so much theory into usable form? I would like to suggest as a preliminary means of organizing the data two distinct models--the communicative model and the intrapsychic model. Each model is made up of elements and portions of theories and concepts taken from various disciplines. The dynamics and interrelationships of the discrete elements within each model will need much explication; it is my hypothesis, however, that once the relationships of these elements are better understood, it may be possible to synthesize the two models into a single, comprehensive theory.

Model I - The Communicative Model

This model deals with the interactions and interrelationships among the following factors:

1. Culture and socio-psychological situation--the details of the social setting in which individuals operate and the various domains in which language is used.

2. Language--the methods by which individuals communicate with others. This would involve the intuitive knowledge of grammar and cultural constraint on vocabulary.

3. Personality variables--the perception of individuals by others (what personality traits are attributed to them) and the ability to role-play.

4. Formal control of a second language--the degree to which individuals have mastered vocabulary, grammar, etc., as well as cultural rules of use.

Model II - The Intrapsychic Model

This model deals with the interaction and interrelations among the following factors:

1. Body image--how it is developed, valued, and affected by feedback from speech and gestures.

2. The self-directive aspects of language--how they are developed in childhood; conscience, egocentric speech, and the effects of language switching on these; the transformation of ideas into language.

3. Sense of identity--how individuals perceive themselves and how this perception is related to personality type and to stage of ego development.

4. The ability to express emotion in a second language--the degree to which individuals have learned the prosodic features of a second language (pitch, loudness, rhythm, stress, resonance, pauses); willingness to speak a second language.

Suggested Synthesis

As far as theory is concerned, the separation of the various elements into two models may be helpful. It is clear, however, especially to language teachers, that the two models operate in each person. It is probable that the studies that will eventually tie the two

models together will be neuropsychological studies--particularly examinations of consciousness, the 'two brain theory,' and electroencephalographic studies--as well as studies of such pathologies as aphasia, dyslexia, and multiple personality; and mental illness in bilinguals. Such a synthesis seems at present to be a long way off, but the final section of the bibliography should offer readers a glimpse of some vague outlines of the future.

ORGANIZATION OF THE READING LIST

The reading list has been organized with a view toward juxtaposing those works that seem likely to generate productive hypotheses and theories. For the list to be useful, the reader will have to be actively involved. In any one citation there will be few questions addressed specifically to the concerns of applied linguists and even fewer answers given. The reader must carry on a dialogue--an inquisition--with these authors, asking in various ways a number of important questions.[1]

The criteria I have chosen for including a citation in the bibliography are somewhat idiosyncratic. This list is by no means exhaustive, nor are the best known or the soundest methodological examples of an author's work necessarily chosen.

The criteria for inclusion are one or more of the following: (1) the author addresses at least one of the topics in a cross-disciplinary way or with cross-disciplinary implications; (2) the article or volume is provocative (i.e., raises issues in a new or stimulating way); (3) the citation itself is a good source of references for further investigation; (4) it is (in some cases) the only article addressing an important topic.

Few of the citations specifically address the topic of personality and second language learning per se. Some, when read for their theoretical, cross-disciplinary implications rather than for the details of particular experiments or subject matter, should stimulate those readers with a theory-building propensity. Those citations that deal with psychopathology or the realm of the non-normal should be looked at from a research point of view and not be taken as the author's contention that bilinguals are abnormal. Abnormality can be considered an end point on a language and personality continuum. The personality and language problems of ill persons highlight processes that all humans share but that are difficult to isolate in the normally functioning, well-integrated individual. Such problems offer clues because they pinpoint how personality and language fail to interact, or interact in bizarre fashion, in such unfortunate individuals.

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[1]These questions are indicated in italics and follow specific annotations or appear as an introduction to a cluster of annotations.

Taken as a whole, the reading list can be considered to encompass those areas to which a theoretical model must address itself if it is to be broad enough to generate illuminating research as to how personality affects second language learning and vice versa.

ANNOTATED READING LIST

I. The Communicative Model

Culture and Social Setting

Anthropological readings raise several questions, the most important of which stem from the Whorfian hypothesis of semantic relativity and its implications for psychological functioning. Different cultures and languages communicate different sets of ideas, values, and world views. *Do changes in speakers' language cause a change in their perception of the world? Is there such a thing as national personality type? If so, do speakers adopt the personality type of the second culture when they learn to speak the second language well? Are there regularities between language families and typical personalities of the cultures using those languages?*[1]

The search for linguistic universals and their relationship to human neurological functioning has been carried out in an attempt to verify some of Chomsky's theories. *Do changes in use of such forms as subject and predicate or active and passive voice show concomitant psychological change, for example, in ego state? Do children in cultures using such differential forms show differential learning or differential functioning?*

SEVERAL volumes of readings address these questions.

1. Fishman, Joshua A. 1975. Bilingualism in the barrio. Language Science Monograph Series, Vol. 7.

   An excellent summation of years of sociolinguistic work by Fishman and his students. The most important concept stemming from this is that of the domains of discourse. Few bilinguals are equally competent in all sociological domains, and many function effectively only in certain domains in each language.

   What are the effects on self-concept, persona, and ego state of the use of differential domains in a bilingual's two languages?

2. Hymes, Dell, ed. 1964. Language in culture and society: a

[1]See note, p. 6.

reader in linguistics and anthropology. New York: Harper and Row.

This is an excellent--sometimes tantalizing--collection of readings with good lists of references for each article. Questions about linguistic relativity are dealt with particularly well in the section "World View and Grammatical Categories," with articles by both Sapir and Whorf and a good introduction to the section by Hymes. Diebold's article "Incipient Bilingualism," while technical, contains a suggestion for using 'incipient bilingualism' as a definition of a minimal skill in a second language; this overcomes the problems of certain other definitions. Trager's "Paralanguage: A First Approximation" synthesizes data on paralinguistic phenomena involving tone of voice, and suggests that paralanguage and kinesics are more similar to each other than either is to language. There is an excellent section in Trager's article devoted solely to references. Basil Bernstein's "Aspects of Language and Learning in the Genesis of the Social Process" is also valuable. His theory of two language codes--elaborated and restricted--which are produced by differing child-rearing practices has come under attack both from critics who see him as a spokesman for socioeconomic elitism and from methodologists. However, his observations and descriptions of actual speech behavior are provocative and important. During a long portion of the learning process, students use restricted rather than elaborated language. The psychological effects of this in the individual who learns as a child, as well as in the adult learner, need further investigation (cf. work of Grand and Marcos, 109, on dominant/subdominant bilinguals, Fishman, 1, on differences in domain between two languages, Bateson, 11, on the language of the unconscious, and Krashen, 83, on acquired and learned language).

3. Kaplan, Bert, ed. 1961. Studying personality cross culturally. New York: Harper and Row.

Contains a number of worthwhile articles, the most important of which are Hymes's "Linguistic Aspects of Cross Cultural Personality Study" and Levinson and Inkeles's "National Character as Modal Personality."

4. Saporta, Sol, ed. 1961. Psycholinguistics: a book of readings. New York: Holt, Rinehart and Winston.

Still one of the best general collections in the field, marred, however, by the lack of general reference lists and indices. The section on "Language Acquisition, Bilingualism and Language Change," especially Haugen's "The Bilingual Individual," are most pertinent to psychological issues. Whorf's

"Science and Linguistics" is also important.

What are the connections between Haugen's anecdotal accounts of personality differences in his two languages and Whorf's hypothesis? Could semantic changes produce the phenomenon of language-specific sense of self? (Cf. Marcos, 109-12, and Hodge, 105).

THE citations that follow treat second languages as an alternate system of communication.

5. Ervin, S. M. 1961. Semantic shift in bilingualism (233-41) and Learning and recall in bilinguals (446-51). American J Psychology 74.

6. _____ and C. E. Osgood. 1954. Second language learning and bilingualism. In Psycholinguistics. J Abnormal and Social Psychology Supplement, 139-46. Edited by C. E. Osgood and T. A. Sebeok.

7. Holzman, M. 1974. The verbal environment provided by mothers for their very young children. Merrill-Palmer Quarterly 20 (1), 31-42.

8. Language-Behavior Research Laboratory. 1969. The structure of linguistic input to children. Working Paper 14.

9. Vetter, Harold J. 1969. Language behavior and communication: an introduction. Itasca, Ill.: F. E. Peacock.

   A good general review of the literature. The chapters "Aspects of Meaning," "Bilingualism," "The Vocal Expression of Emotion," and "Nonverbal Communication: Kinesics and Gestural Phenomena" are particularly useful in considering the interaction between using language and other personal behavior, particularly emotional and body behavior. Good references.

10. Wish, M., M. Deutsch and L. Biener. 1970. Differences in conceptual structures of nations: an exploratory study. J Personality and Social Psychology 16, 361.

Language as a System of Communication

IN what specific ways does each separate element of the study of language (phonetics, morphemics, syntax, semantics, kinesics) relate to each separate element of personality study (persona, sense of identity, level of ego development, motivation, attitude, personality types and traits)?

11. Bateson, Gregory. 1972. Steps to an ecology of mind. New

York: Ballantine Books.

A collection of the writings of a thinker who defies categorization, with a breadth similar to Jung, Levi-Strauss and Piaget. Basically a cyberneticist and communications theorist, Bateson discusses anthropology, psychiatry, evolution, and genetics in an original, provocative, though sometimes repetitious way. For the teacher of a second language, the chapter titled "Style, Grace and Information in Primitive Art" is worth the price of the book. He describes--based on Fenichel--the characteristics of the grammar of primary process, which Freud called the 'language' of the unconscious. This grammar is metaphoric and lacks tense, negatives, and mood (e.g., indicative, subjunctive). It is also the grammar of the second language beginner as well as the grammar of much mental illness (cf. Grand and Marcos, 109).

What are the psychic consequences of using the grammar of the primary process, the language of the unconscious, for dealing with the outer world? Is this the reason for the successful results of certain teaching methods such as Curran's Counseling-Learning (59)? Is this the reason for the necessity of ego regression for certain aspects of language learning to take place?

12. Ruesch, Jurgen. 1973. Therapeutic communication. New York: W. W. Norton.

A fascinating study of the uses of communication theory in a psychiatric setting, a good deal of which is equally useful for language teaching. The best sections are those describing analogical and digital (or linear) communication and what it means to be handicapped in these two areas. See chapter 9 on "Attributed Power and Frozen Communication" and chapter 18 on "Language and Speech Disorders." Excellent references with each chapter.

FOR many theorists, personality is much more closely related to the affective or emotional aspects of the individual than it is to the cognitive. Furth (15), a major interpreter of Piaget, considers the dynamic aspect of psychological life to be the affective aspect of organisms. Under this heading, he says, Piaget includes emotions, personality, and motivation, while knowledge is the structure.

13. Davitz, J. R. 1964. The communication of emotional meaning. New York: McGraw-Hill.

14. _____. 1969. The language of emotion. New York: Academic Press.

15. Furth, Hans G. 1969. Piaget and knowledge: theoretical foundations. Englewood Cliffs, N.J.: Prentice-Hall.

NOT all nonverbal behavior is communicative behavior. An excellent paper that defines and synthesizes the studies in the field of nonverbal behavior is

16. Weiner, Morton, Shannon Devoe, Stuart Rubinow and Jesse Geller. 1972. Nonverbal behavior and nonverbal communication. Psychological Review 79 (3), 185-205.

OTHER works of interest in the field of nonverbal communication are

17. Birdwhistell, Ray. 1952. Introduction to kinesics: an annotated system for analysis of body motion and gesture. Washington, D.C.: Department of State, Foreign Service Institute.

18. Dittmann, A. T. and L. S. Llewellyn. 1969. Body movement and speech rhythm in social conversation. J Personality and Social Psychology 11, 95-106.

19. Dittmann, A. T., M. B. Parloff and D. S. Bloomer. 1965. Facial and bodily expression: a study of receptivity of emotional cues. Psychiatry 28, 239-44.

20. Duke, M. P. and S. J. Nowicki. 1972. A new measure and social-learning model for interpersonal distance. J Experimental Research in Personality 6, 119-32.

21. Ehrlich, H. J. and C. Lipsey. 1969. Affective style as a variable in person perception. J Personality 37 (4), 522-40.

22. Ekman, P. 1964. Body positions, facial expressions and verbal behavior during interviews. J Abnormal and Social Psychology 68, 295-301.

23. _____. 1965. Differential communication of affect by head and body cues. J Personality and Social Psychology 2, 726-35.

24. _____ and W. V. Friesen. 1969. Nonverbal leakage and clues to deception. Psychiatry 32 (1), 88-106.

25. Hall, Edward T. 1969. The hidden dimension. Garden City, New York: Doubleday.

An examination of the differential meanings of space (proxemics) and how these are communicated.

Do introverts and extroverts make differential use of space as a method of communication?

26. Mehrabian, A. 1970. A semantic space for non-verbal behavior. J Consulting and Clinical Psychology 35 (2), 248-57.

27. Scheflen, A. E. 1964. The significance of posture in communi-

cation systems. Psychiatry 27, 316-31.

28. Schrapper, M. 1969. Your actions speak louder. Volunteer (June), 7-10.

29. Thompson, D. F. and L. Meltzer. 1964. Communication of emotional intent by facial expression. J Abnormal and Social Psychology 68, 129-35.

30. Zeidel, S. F. and A. Mehrabian. 1969. The ability to communicate and infer positive and negative attitudes facially and vocally. J Experimental Research in Personality 3, 233-41.

Personality Theory: Traits and Persona

FEW general textbooks on personality theory deal specifically with the interactions of personality and language. Users of this bibliography will have to make the connections for themselves. The most readable text on personality theory is still

31. Hall, Calvin S. and Garner Lindzey. 1957. Theories of personality. New York: John Wiley.

For the communicative model, the most important chapters are "Allport's Psychology of the Individual," dealing with trait theory, and "Factor Theories," which includes information on both Eysenck's and Cattell's theories of traits and types.

FOR the reader who needs a rapid and authoritative evaluation of various types of psychological tests that might be useful in studies of personality and language, a good source is

32. Anastasi, A. 1968. Psychological testing. New York: Macmillan.

Good references and indices. Part IV deals with personality tests.

'INTERPERSONAL style' is a useful concept for language teachers.

33. Lorr, M. and R. P. Youniss. 1973. An inventory of interpersonal style. J Personality Assessment 37 (2), 165-73.

A description of the development and design of the Intentory and the scales.

TWO psychologists who have recognized the close interconnections between language and personality are Eysenck and Osgood.

34. Eysenck, H. J. Conditioning and personality. 1962. British J Psychology 53, 299-305.

35. _____. Dimensions of personality. 1966. London: Routledge and Kegan Paul.

36. _____. 1968. The biological basis of personality. Springfield, Ill.: Thomas.

37. Osgood, Charles E. 1962. Studies on the generality of affective meaning systems. American Psychologist 17, 10-28.

38. _____, George J. Suci and Percy H. Tannenbaum. 1957. The measurement of meaning. Urbana, Ill.: University of Illinois Press.

An explication of the theory of semantic space. The use of the measurement device known as the 'semantic differential,' developed by Osgood and his associates, has enabled anthropologists, linguists, and psychologists to do cross-cultural studies not possible prior to the conception of this method. Chapter 6, "Semantic Measurement in Personality and Psychotherapy Research," is an excellent explanation of the possible use of the semantic differential. Good references.

ROLE theory is central to the concept of the persona. Sarbin's earlier work deals with role theory and role perception. His more recent works are involved with the study of personality change. Both are important to the language teacher (41-44).

39. Robinson, W. P. 1972. Language and social behavior. Baltimore: Penguin Books.

A survey that raises many of the crucial issues of language and personality and indicates gaps in present knowledge. Of particular interest are the sections on the functions of language in encounter regulation, socialization, self-regulation, and those characteristics of the emitter that mark particular emotional states, particular personality types, and the individual's social identity. Good references.

40. Macnamara, John, ed. 1967. Problems of bilingualism. J Social Issues 23 (2).

Several good studies with useful references. Of particular interest is Hymes's "Models of the Interactions of Language and Social Setting." This is a guide to the analysis of speech socialization that could be used as a research tool to compare speech socialization with such psychological concepts as ego development and sense of identity. Lambert's "A Social Psychology of Bilingualism" is a good summary of his work and thinking on the socio-psychological aspects of bilingualism. Includes a description of a research technique that allows stereotyped impressions of one ethnic-linguistic group to be elicited by a contrasting group. Self-concept is stated to take distinctive

forms as a bilingual switches languages and allows for differing feedback in interpersonal situations. Discusses instrumental and integrative motives for learning a second language, the effect of anomie on learning, and the adjustment bilinguals must make to social conflicts.

41. Sarbin, T. R. 1964. Role theoretical interpretation of psychological change. In Symposium on personality change. Edited by Philip Worchel. New York: John Wiley.

42. _____ and N. Adler. 1971. Self-reconstitution processes: a preliminary report. Psychoanalytic Review 57 (4), 599-616.

43. Sarbin, T. R. and C. D. Hardyck. 1955. Conformance in role perception as a personality variable. J Consulting Psychology 19, 109-11.

44. Sarbin, T. R. and L. P. Nucci. 1973. Self-reconstitution processes: a proposal for reorganizing the conduct of confirmed smokers. J Abnormal Psychology 81 (2), 182-95. (See 101 for comments.)

THE studies by Lambert and his associates of French- and English-speaking Canadians are probably the best general work explicating the bilingual experience from a socio-psychological point of view.

45. Gardner, R. C. and W. E. Lambert. 1972. Attitudes and motivation in second-language learning. Rowley, Mass.: Newbury House.

46. Lambert, W. E. 1953. Measurement of the linguistic dominance of bilinguals. J Abnormal and Social Psychology 50, 197-99.

47. _____. Development aspects of second language acquisition. 1965. J Social Psychology 43, 83-89.

48. _____. 1973. Culture and language as factors in learning and education. Paper presented at the Annual Learning Symposium on Cultural Factors in Learning, Western Washington State College. ED 096 820.[1]

Lambert argues against the hypothesis of linguistic relativity and national types.

49. _____, H. Frankel and R. Tucker. 1966. Judging personality through speech: a French-Canadian example. J Communication 16 (4), 305-21.

[1]Documents identified by an ED number may be read on microfiche at an ERIC library collection or ordered from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210.

50. Lambert, W. E., R. C. Gardner, H. C. Bank and K. Tunstall. 1963. Attitudinal and cognitive aspects of intensive study of a second language. J Abnormal and Social Psychology 66 (4), 358-68.

51. Lambert, W. E., J. Hsvelka and C. Crosby. 1961. The influence of language acquisition contexts on bilingualism. In Psycholinguistics: a book of readings. Edited by S. Saporta. New York: Holt, Rinehart and Winston.

52. Lambert, W. E. and N. Moore. 1966. Word association responses: comparison of American and French monolinguals with Canadian monolinguals and bilinguals. J Personality and Social Psychology 3, 313-20.

The Degree of Acquisition of a Second Language and Its Relationship to Personality

THE student of a second language is learning a second way to convey meaning. In addition, several writers point out that the way in which language is used or not used, learned or not learned, is in itself meaningful. The 'how' of language learning conveys a message of psychological import as well as the semantics of the language itself. This point is well made in Stevick (55).

53. Di Pietro, Robert J. 1976. The strategies of language use. In The Second LACUS Forum. Edited by Peter A. Reich. Columbia, S.C.: Hornbeam Press.

54. Pritchard, D. F. L. 1975. An investigation into the relationship of personality traits and ability in modern language. British J Educational Psychology 22, 147-48.

55. Stevick, Earl W. 1976. Memory, meaning and method: some psychological perspectives on language learning. Rowley, Mass.: Newbury House. (See also 66.)

Part II, "Meaning," contains an excellent section on the psychological meaning of pronunciation and fluency and their interaction with personality factors, as well as a section on the psychological expectations and effects of drills and exercises. Perhaps the most important contribution of this provocative and difficult-to-categorize book is the author's introspective observations as to what aspects of his own linguistic behavior he can consciously use and what is automatic or unconscious. These observations are important leads to further research concerning the point where the communication of meaning and the intrapsychic use of meaning join--a complex but important problem urgently in need of explication. (See also Krashen, 83.)

56. Titone, Renzo. 1973. A psycholinguistic definition of the "glossodynamic model" of language behavior and language learning. Rome: Bulzoni Editore.

THE following publications address methods and strategies for problem solving in the language classroom; ego enhancement and anxiety reduction are major themes.

57. Bosco, Frederick J. and Eligia Dalbuono-Glassman. 1976. Punti di partenza. Washington, D.C.: Forest House.

58. Bosco, Frederick J. and Robert J. Di Pietro. 1976. Developing communication skills. In A handbook for teachers of Italian. Edited by A. Mollica. American Association of Teachers of Italian.

59. Curran, Charles A. 1976. Counseling-learning in second language. Apple River, Ill.: Apple River Press.

60. Dugas, Donald G. 1971. Facilitating the self-actualization of Franco-Americans. Paper presented at the Fifth Annual TESOL Meeting, New Orleans.

61. Ekstrand, Lars H. 1974. Adjustment among immigrant pupils in Sweden. Educational and Psychological Interactions 55. ED 125 282.

THE works below treat methods of second language learning as personal growth through therapeutic types of learning environment.

62. Stevick, Earl W. 1974a. Language instruction must do an about-face. Modern Language Journal 58 (8), 379-84.

Personality characteristics of the successful teacher.

63. _____. 1974b. The meaning of drills and exercises. Language Learning 24 (1), 1-22.

Use of transactional analysis in the classroom.

64. _____. 1975a. One simple aid: a psychodynamic view. Language Learning 25 (1), 63-72.

65. _____. 1975b. Review of "Counseling-Learning: A Whole Person Model for Education." Language Learning 25 (2), 259-71.

66. _____. Memory, meaning and method. 1976. Rowley, Mass.: Newbury House.

The last section, "Method," is a good summary of several innovative methodologies with pertinent personal comments from an introspective teacher.

THE following studies deal with personality characteristics and their interaction with language, learning, and motivation to learn.

67. Bartz, Walter H. 1974. A study of the relationship of certain learner factors with the ability to communicate in a second language (German) for the development of measures of communicative competence. Ph.D. dissertation, Ohio State University.

    Linguistic competence alone is found to be an insufficient measure of the ability to communicate in a foreign language, as it accounts for less than half of the variance in scores on total communicative competence batteries constructed by the author. Other factors at play include foreign language aptitude, creative ability, and certain personality traits.

68. Leino, Anna-Liisa. 1972. English school achievements and some student characteristics I. Helsinki University Institute of Education. ED 079 180.

69. _____. 1974. English school achievements and some student characteristics II. Helsinki University Institute of Education. ED 095 712.

70. Oskarrson, Mats. 1975. The relationship between foreign language proficiency and various psychological variables. Gothenburg University (Sweden), Language Teaching Research Center. ED 127 838.

71. Swain, Merrill and Barbara Burnaby. 1976. Personality characteristics and second language learning in young children: a pilot study. Working Papers on Bilingualism, No. 11. Ontario Institute for Studies in Education. ED 129 078.

72. Taylor, L. L., J. C. Catford, A. Z. Guiora and H. L. Lane. 1969. Psychological variables and ability to pronounce a second language. In Studies in language and language behavior VIII. Edited by S. Rosenberg and A. P. van Teslaar. Ann Arbor: University of Michigan Center for Research on Language and Language Behavior.

    A study of the interactions between empathetic qualities and the ability to pronounce a second language.

II. The Intrapsychic Model

Body Experience

Individuals function not only in interpersonal situations, as was discussed under the "Communicative Model," but within their own skins, inside their own body boundaries, dealing with their own inner worlds. Before ideas and emotions can be communicated, they

must in some way be transformed into a code that is transmittable, and readable by others. Humans can use several modalities for both intrapsychic functioning and for interpersonal functioning.

As students of a second language become more involved with a second culture, do they begin to experience changes in body awareness, body boundary, or body image? What mediates such changes? Could the anomie discussed by Lambert be the subjective experience caused by changes in body boundary, a sense not only of loss of identity but of sharp body differentiation from the environment? Do certain personality types deal better than others with such anomie or body changes? Do some types attend to such changes better than others (e.g., introverts)? Do body variables predict second language learning success?

THE best volumes dealing with body experience and emotions are by Fisher and by Tomkins, Fisher's being easier to follow.

73. Fisher, Seymour. 1959. Extensions of theory concerning body image and body reactivity. Psychosomatic Medicine 21 (2), 142-49.

74. _____. 1961. Body image and upper in relation to lower body sector reactivity. Psychosomatic Medicine 23 (5), 400-402.

75. _____. 1968. Body boundary and perceptual vividness. J Abnormal Psychology 73, 392-96.

76. _____. 1970. Body experience in fantasy and behavior. New York: Appleton-Century-Crofts.

The crucial point in Fisher's work is that cultural and family expectations for behavior are coded in body feelings by means of systematic patterns of muscle and other reactions. For personal change to take place, the patterns of reactivity and the concomitant feedback must change. These studies deal with three areas of body experience: (1) the degree to which individuals and--probably--cultures vary in their awareness of their own bodies as compared to other elements in their environment; (2) the establishment of a body boundary dividing self from the world and its effects on ego formation and vice versa; and (3) the ways in which individuals differ in distributing their attention to various areas of their bodies. Fisher theorizes that an individual maintains self-integrity in dealing with cultural expectations by coding them into body feeling patterns, and suggests that there is cultural variation in these three areas. Contains an extremely good list of references.

77. Fisher, Seymour and S. E. Cleveland. 1957. An approach to physiological reactivity in terms of body-image schema. Psychological Review 64, 26.

78. Tomkins, Silvan S. 1962. Affect, imagery, consciousness. Vol. 1. New York: Springer.

A technical explication of Tomkins's theory of the relationship among emotions, neurological functioning, and consciousness. Provocative; the first and second volumes do not have reference lists or indices. Chapter 7, "The Primary Site of the Affects: The Face," and chapter 9, "Affect Dynamics," in which Tomkins discusses how affects become conscious, are the most useful to linguists, but the direct connection with language will have to be intuited.

79. _____. 1963. Affect, imagery, consciousness. Vol. II. New York: Springer.

80. _____ and C. F. Izard, eds. 1966. Affect, cognition and personality: empirical studies. New York: Tavistock.

Language as a Self-Directive System and as a System of Speech

THE way language functions in self-control, self-direction, and as a transformer of intrapsychic phenomena is dealt with largely by the Russian investigators Luria and Vigotsky (86, 87), and by the psychoanalysts, beginning with Freud; this topic is now being expanded into a considerable body of work by Freedman, Grand, and their colleagues (88, 89, 109), using hand movements as the key to experimental study.

81. Freud, Sigmund. 1953. The interpretation of dreams. Standard Edition, Vols. IV and V. London: Hogarth Press.

Of particular interest are the descriptions in chapter 7 of primary process and the transformation into secondary process.

82. Furth, H. G. 1966. Thinking without language: psychological implications of deafness. New York: The Free Press.

Furth's original experimental demonstration that language is not necessary for thought processing is important for all who teach language.

Are there any connections among thinking without language, as investigated by Furth; the state of anomie, as described by Lambert; a language-specific sense of self; and a student's reluctance to speak or progress in a second language?

83. Krashen, Stephen D. and Pauline Pon. 1975. An error analysis of an advanced learner of ESL: the importance of the monitor. Working Papers on Bilingualism, No. 7. Ontario Institute for Studies in Education. ED 125 267.

Adult second language learners internalize linguistic rules in two ways: through learning--conscious, explicit knowledge of linguistic rules; and through acquisition--tacit, intuitive knowledge, similar to a native speaker's largely subconscious knowledge of his own language. The subject relied on acquired competence in forming her speech, but used her conscious learned knowledge to 'monitor' or alter her output only (1) when there was time; and (2) when she focussed on formal correctness. Evidence for Krashen's 'Monitor Model' is described more extensively in his many articles.

What are the psychological effects of conscious vs. unconscious monitoring of oral language? (Cf. Mahl in Siegman and Pope, 93, on the effects of changes in organismic feedback on ego functioning, and Holzman, 126, on the effects of hearing one's own voice in two languages.)

84. Lenneberg, E. 1967. Biological foundations of language. New York: John Wiley.

85. Markel, Norman N., ed. 1969. Psycholinguistics: an introduction to the study of speech and personality. Homewood, Ill.: Dorsey Press.

An excellent introduction to spoken language and its relationship to various aspects of personality. Good references.

Do language students give evidence of using different voice qualities in their two languages? If so, does this indicate that they are expressing different emotional or ego states in each language?

86. Oldfield, R. C. and J. C. Marshall. 1968. Language: selected readings. Baltimore: Penguin Books.

An excellent but highly technical collection of readings. The two articles of particular interest to those concerned with second language learning are both by Luria, "Directive Function of Speech in Development and Dissolution," Parts I and II. Luria describes a number of experiments involving the development of the self-directive functions of language in early childhood, with particular emphasis on the developing ability to inhibit behavior at approximately five years of age. By the time this happens, external directive speech is no longer necessary, and inner speech becomes dominant. Part II details the differential dissolution of self-directive functions of speech in various pathological situations.

When individuals must function in society with a rudimentary knowledge and ability to speak a second language, are they still using their first language for directive functioning? Or is their behavior, which sometimes appears to both them-

selves and to others to be freer and less inhibited, directed by the still rudimentary directive system of the second language? Are their abilities to inhibit decreased until they switch back to their first language? Or do they translate control functions? Are these differentially stored neurologically? Would learning a second language in childhood or in adulthood cause differences in the directive function? What effect would all this have on personality development and dissolution in pathology?

87. Vigotsky, L. S. 1961. Thought and speech. In Pyscholinguistics: a book of readings. Edited by Sol Saporta. New York: Holt, Rinehart and Winston.

A discussion of two explanations of the function of egocentric speech in children. Piaget claims that egocentric speech is an accompaniment of thinking or acting but has no communicative function. Vigotsky suggests that such speech serves as a transition from inter- to intrapsychic functioning, from the social to the individual. Meaning develops as the child matures, with a gradual individualization and interiorization of speech. Vigotsky maintains that inner speech becomes increasingly more egocentric and divergent in structure from external speech as the child grows older, whereas Piaget claims that egocentric speech disappears. Vigotsky concludes from experimental results that inner speech is not external speech minus sound, but a separate speech function with a separate syntax showing a tendency to preserve the predicate but to omit the subject and its modifiers. According to Vigotsky, the transition from inner to external speech is not an addition of vocalization to silent speech but a restructuring of syntactic and semantic structures from inner to outer speech.

When students become proficient in a second language, are they still using the same inner speech for each language? Or does new inner speech develop? Could individuals vary this way? If a second inner speech is developed along with the second language, do students go through a period of egocentric speech as children do? Is this what drills and exercises are? Would inner speech be developed if students learned only to read--but not to speak--the language? If inner speech is connected to sense of self or sense of identity, would a change in language produce an accompanying change in identity? Are introverts and extroverts similar or different in the development of egocentric speech?

NORBERT Freedman and his colleagues have conducted a group of studies of kinetic behavior--specifically involving hand movements--that indicate that not only do such gestures serve a communicative function, but they are also representational: they indicate that the body is also involved in the symbolizing process and that hand movements help to transform ideas into thought and then into speech.

Feedback from this process helps to keep thinking on track and in the continuing transformation into ongoing speech. Their work synthesizes psychoanalytic theory with the works of Vigotsky (87) and Piaget. They divide hand movements into two general types: those that indicate turning one's attention outward with the intention to communicate, and those that indicate a turning toward self with attention focused on inward states.

88. Freedman, Norbert and Stanley Grand, eds. 1977. Communicative structures and psychic structures. New York: Plenum.

A highly technical, thoroughly provocative, psychoanalytically oriented volume. For language teachers, the most interesting article is Stanley Grand's "On Hand Movements during Speech: Studies of the Role of Self-Stimulation in Communication under Conditions of Psychopathology, Sensory Deficit and Bilingualism." Grand speculates that the condition of being a dominant/subdominant bilingual leads to some degree of sensory isolation from the environment when the subdominant language is being used. Hand movements on the surface of the body and at a distance from the body serve to sustain the boundaries between self and others and help bring mental contents to consciousness when dealing with unfamiliar vocal patterns.

If inability to speak a second language fluently leads to a state of sensory isolation--a condition known to cause at least temporary changes in personality functioning--what are the implications for resistance to learning or to progressing in the study of a second language? Do students resist a situation in which they feel a change in sensory stimulation? Do some personality types find such a change stimulating and thus seek out opportunities to speak their second language, while other personality types resist it? Does self-touching indicate an attempt to maintain self and other boundaries as anomie develops?

89. Freedman, Norbert, James O'Hanlon, Philip Oltman and Herman A. Witkin. 1972. The imprint of psychological differentiation on kinetic behavior in varying communicative contexts. J Abnormal Psychology 79 (3), 239-58.

Hand movement behavior in normal subjects (24 female college students) was studied in conjunction with the field-dependent, field-independent dimension of psychological differentiation. Object-focused and body-focused hand movements were found to be related to psychological differentiation under certain conditions. Language teachers would find such concepts useful in analyzing the gestural behavior of their students. (Contains a good description of the hand movements.)

90. Steingart, Irving and Norbert Freedman. 1972. A language construction approach for the examination of self/object repre-

sentation in varying clinical states. In Psychoanalysis and contemporary science, Vol. 1. Edited by Robert R. Holt and Emanuel Peterfreund. New York: Macmillan.

A technical article with an excellent explanation of a complicated theory and a description of the use of a technique to analyze the grammatical constructions of the language of patients in clinical interviews.

FURTHER studies in this area include

91. Di Pietro, Robert J., ed. 1975. Interfaces: linguistics and psychoanalysis 4. ED 116 468.

Report of a panel on psychoanalytic contributions to second language learning. Discusses some of the ego development difficulties of bilinguals and patients in therapy and the threat to sense of self that language classes often pose to their students.

92. Piaget, Jean. 1973. The affective unconscious and the cognitive unconscious. J American Psychoanalytical Association 21 (2), 249.

93. Siegman, Aron Wolfe and Benjamin Pope, eds. 1972. Studies in dyadic communication. New York: Pergamon Press.

Several interesting papers. One by Freedman addresses the question of body involvement in the symbolizing and speech process. Mahl discusses changes in behavior with changes in auditory feedback and the general role of sensory feedback in ego functioning.

Personality Variables--Sense of Identity--Language-Specific Sense of Self

A Czech proverb says, "Learn another language and get a second soul." Many bilinguals report a change in sense of self or of identity, or a sense of having two personalities, when they switch languages. Very little has been written about this topic, and it has proved difficult to deal with experimentally. Haugen (4) deals with it anecdotally. Lambert (40) discusses the two ways in which individuals can view themselves as they speak their two languages and discusses the development of anomie as second language learning progresses.

MEASURING or testing for such constructs as identity or sense of self is more difficult than measuring personality traits or types. The most widely used method for such subjective research is the self-report.

94. Jung, C. G. 1971. Psychological types. Revision by R. F. C. Hull of the translation by H. G. Baynes. Princeton, N.J.: Princeton University Press.

For the reader who wishes to delve deeply into the study of types, this is one of the major works of modern psychology. Chapters 10 and 11, "General Description of the Types" and "Definitions," are of use to the non-psychologist trying to understand various ways in which individuals react to their environments and to themselves.

95. Kleinmuntz, Benjamin. 1967. Personality measurement: an introduction. Homewood, Ill.: Dorsey Press.

A college textbook useful as a reference. The chapter on the "Self-Report Inventory" is useful for research in language and personality studies.

96. Loevinger, Jane, with the assistance of Augusto Blasie. 1976. Ego development: conceptions and theories. San Francisco: Jossey-Bass.

This is a long and theoretical work. Part I would be useful for the language teacher, particularly chapter 2, "Stages of Ego Development," in which the concept and the definition of ego development are stated, and stages of ego development set forth.

WHAT is the optimal stage for second language learning in children and in adults?

97. Diebold, R. A., Jr. 1968. The consequences of early bilingualism in cognitive development and personality formation. In The study of personality: an interdisciplinary appraisal. Edited by E. Norbeck, D. Price-Williams, and W. McCord. New York: Holt, Rinehart and Winston.

The section on "Early Bilingualism and Personality Formation" is a concise statement of the problems that bilingualism introduces. Diebold speculates on the differences in adjustment of the compound versus the coordinate bilingual and the reasons why bilingualism, which ought to be adaptive behavior, is so often accompanied by maladjustment.

98. Erikson, E. H. 1959. Identity and the life cycle. Psychological Issues 1 [Monograph I]

A short statement of Erikson's theory of one crucial stage in psychosexual development.

99. Gendlin, E. 1964. A theory of personality change. In Personality change. Edited by P. Worchal and D. Bryne. New York:

John Wiley.

100. Pimsleur, Paul and Terence Quinn, eds. 1971. The psychology of second language learning. Cambridge: Cambridge University Press.

101. Sarbin, T. R. and L. P. Nucci. 1973. Self-reconstitution processes: a proposal for reorganizing the conduct of confirmed smokers. J Abnormal Psychology 81 (2), 182-95.

Although the title would seem to place the article outside the field of second language learning, it contains several extremely important observations for teachers: self-reconstitution happens when there is (1) a change in the 'I' concept (a change in how individuals view themselves); (2) a change in how they view themselves vis-a-vis the cosmos (the wider culture); and (3) changes in body orientation or in posture.

Does learning a second language when there are differences in the use of the passive voice or in the first person pronoun change the sense of 'I'? Does learning how to place oneself in a new cosmos change the sense of 'I'? Do changes in posture and proxemics cause a change in the sense of 'I'? If such processes occur, do they create anxiety? Do some personality types react to such changes with more anxiety than others?

102. Vetter, Harold J. 1969. Language behavior and psychopathology. Chicago: Rand McNally.

The chapter on "Psychopathology and the Polyglot" emphasizes the special problems of the bi- or multilingual. "Linguistic Relativity and Adaptive Functions" deals with the adaptive value of changes in person in pronouns, verb tense, and passive construction.

IF the 'typical' personality of one culture is more introverted than that of the second culture, what effect might this have on the self-concept and persona of individuals speaking the two languages and participating in the two cultures? Do they perceive themselves as different? do others? in what ways?

103. Ervin, S. M. 1955. The verbal behavior of bilinguals: the effect of language of report upon the Thematic Apperception Test stories of adult French bilinguals. Ph.D. dissertation, University of Michigan.

104. Ervin-Tripp, S. M. Language and TAT content in bilinguals. J Abnormal and Social Psychology 68 (5), 500-507.

Ervin-Tripp is the only investigator to attempt to study experimentally language-specific sense of self. She concludes that insofar as personality involves language, her subjects

did in fact show different personalities in their two languages.

105. Hodge, Virginia D. 1976. Bilingualism and self-constancy: a structural approach. Paper presented at Psychiatric Grand Rounds, Suburban Hospital, Bethesda, Md.[1]

In a study of English/Afrikaans-speaking South African students, the majority of both groups reported that they felt as if they had two different personalities--one associated with each language. An attempt is made at a theoretical explanation for the phenomenon, termed 'ego-switch' by the author, as a function of feedback variation in the two languages. The author contends that for certain individuals, this experience is ego-enhancing and not stressful. In most of the literature, including Marcos's studies, the experience of bilingualism is always viewed as stressful.

106. Marcos, Luis R., Judith E. Eisma and Jose Guiman. 1977. Bilingualism and sense of self. American J Psychoanalysis 37, 285-90.

Describes the experience of language-specific sense of self or language-related duality. The authors bring together in concise fashion information on the subject from a variety of sources. Probably the best list of references available on a well-recognized, but little-investigated subject.

107. Srole, L. 1956. Social integration and certain corollaries: an exploratory study. American Sociological Review 21, 709.

108. Wolfe, R. M. 1968. Two views of anomie and the nature of normalness. J Social Psychology 75, 91-99.

LANGUAGE-specific sense of self may also be associated with early childhood identification with either father or mother, their languages, personalities, or the way language was used by each parent. (Cf. Bernstein, 2.)

109. Grand, S., L. R. Marcos, N. Freedman and F. Barroso. 1977. Relation of psychopathology and bilingualism to kinesic aspects of interview behavior in schizophrenia. J Abnormal Psychology 86 (5), 492-500.

110. Marcos, L. R. 1976a. Bilinguals in psychotherapy: language as an emotional barrier. American J Psychotherapy 30 (4), 552-60.

111. _____. 1976b. Linguistic dimensions in the bilingual patient.

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[1]Information available from author, 3 Pooks Hill Rd., Bethesda, MD 20014.

American J Psychoanalysis 36 (4), 347-54.

112. _____ and M. Alpert. 1976. Strategies and risks in psychotherapy with bilingual patients: the phenomenon of language independence. American J Psychiatry 133 (11), 1275-78.

A METHODOLOGY and theory of accelerated learning has been developed by Georgi Lozanov in Sofia, Bulgaria. Although the reasons for speeded-up learning and better retention are not yet clear, its usefulness as a teaching method for second language has been demonstrated both in Canada and the U.S. Lozanov's own book Suggestology and Suggestopedia will be published in English during 1978 by Gordon and Breach (New York) and should be the best source of information on the original method. The method of using another persona to help students identify with their second language self is perhaps the most important aspect of the method for those interested in the present topic. The supportive and positive use of a change in identity when changing languages may appreciably decrease the anxiety and anomie of the learning process and hasten the consolidation of the second language identity.

113. Bancroft, W. Jane. 1975. The Lozanov language class. ED 108 475.

The suggestopedic method as practiced by Lozanov makes use of relaxation techniques during a '[illegible]e' period that enables, it is theorized, suggestions of a positive learning experience to be accepted. Methods of coordinating aural and visual input increase the effectiveness of the suggestions.

114. Caskey, Owen L. and Muriel H. Flake. 1976. Essentials of suggestopedia: a primer for practitioners. ED 119 063.

Do the use of relaxation and suggestion, the 'seance' state, alter the state of consciousness of the learner? (See Bogen, 129). Or does the technique that claims to bypass short-term memory and go directly to long-term memory change the method of communication? (See Ruesch, 12.)

THERE is a pathological condition, that of multiple personality, that echoes--sometimes eerily--some of the themes of the bilingual experience. In the scanty literature of this controversial diagnosis, there is indication of the severity of the pathology of the condition. Therefore, a report of a group of well-functioning individuals who also report a similar condition of multiple identity is of great interest.

115. Fast, Irene. 1974. Multiple identities in borderline personality organization. British J Medical Psychology 47, 291-300.

A study comparing multiple identities in pathological and normally functioning individuals. This is the only published

description of multiple identities in normally functioning individuals known to the compiler of this bibliography. Fast's description of the subjective experience parallels that of the descriptions of multiple identity given by bilinguals. In a personal communication, Fast indicates that several of the normal group reported themselves to be particularly adept and quick at establishing communication with other cultural groups whose language they were unable to speak.

THE changes in personae so characteristic of the borderline personality are interesting when compared with the use of personae in the Lozanov method and the use of Suggestopedia. The best-known studies of multiple personality are those of 'Eve' by Thigpen and Cleckley; their reports also contain an interesting blind use of the 'semantic differential' in analyzing the condition.

116. Horton, P. and D. Miller. 1972. The etiology of multiple personality. Comprehensive Psychiatry 2, 151-58.

117. Lancaster, E. and J. Poling. 1958. Strangers in my body: the final face of Eve. London: Secker and Warburg.

Eve's own account of her multiple personalities.

118. Taylor, W. S. and M. F. Martin. 1944. Multiple personality. J Abnormal and Social Psychology 39, 281-300.

119. Thigpen, C. H. and H. Cleckley. 1954. A case of multiple personality. J Abnormal and Social Psychology 49, 135-51.

120. Thigpen, C. H. and H. Cleckley. 1957. The three faces of Eve. New York: Popular Library.

121. Whaley, C. C. 1933. A case of multiple personality. American J Psychiatry 89, 653-88.

Relationships among Body Variables, Spoken Language, and Sense of Identity

This juxtaposition of relationships is still highly speculative, and the literature in the area is scanty and not always reliable. However, it is intuitively satisfying to those interested in the subject, and the following citations are stimulating, if not directly to the point.

WHEN Guiora's suggestion of a language ego is juxtaposed with the psychoanalytic concept of ego boundary and Fisher's (75) work on body boundary, and all are read in conjunction with the ideas of anomie, language-specific sense of self or ego-switch, the reader may see hints of the future.

122. Baslaw, Annette S. 1975. Where do we go from here? FL Annals 8 (3), 189-99.

Motivation to develop a new or stronger identity to identify with other cultures is evident in both teachers and students of foreign languages.

123. Guiora, Alexander Z. 1972. Construct validity and transpositional research: toward an empirical study of psychoanalytical concepts. Comprehensive Psychiatry 13 (2), 139-50.

124. _____, R. C. L. Brannon and C. Y. Dull. 1972. Empathy and second language learning. Language Learning 22, 111-30.

125. Guiora, Alexander Z. et al. 1975. Language and person studies in language behavior. Language Learning 51 (1), 43-61.

126. Holzman, P. S., A. Berger and C. Housey. 1967. Voice confrontation: a bilingual study. J Personality and Social Psychology 7 (4), 423-28.

127. Prawer, Florence H. 1974. The self-concept as related to achievement in foreign language study. American Foreign Language Teacher 4 (3), 7-10.

128. Taylor, L. L., A. Catford, A. Z. Guiora and H. Love. 1971. Psychological variables and the ability to pronounce a second language. Language and Speech 14, 146-57.

III. A Synthesis: Directions for the Future

ALTHOUGH studies of the localization of brain disease and trauma in aphasic and other patients indicate that all language functions are not found in one portion--or even in one hemisphere--of the brain, efforts to localize specific functions have not been entirely productive. Newer approaches, such as studies of consciousness, alterations in such states, the 'two-brain' theory, electroencephalographic studies of each hemisphere in bilinguals, and various neuropsychological studies, begin to show some patterns and to lay the groundwork for more powerful theories. Most of the studies are so highly technical that they make very difficult reading for the layman. A few, however, are of enough interest in developing theories of personality and second language learning to make them worth citing in this reading list.

129. Bogen, Joseph E. 1973. The other side of the brain: an appositional mind. In The nature of human consciousness. Edited by Robert E. Ornstein. San Francisco: W. H. Freeman.

A discussion of the split brain and the illusion of mental

unity, with an interesting list of functional dichotomies that Bogen suggests are associated with hemisphere lateralization and another with cerebral lateralization. The hypothesis states that an individual with two intact hemispheres has the capacity for two distinct minds and personalities. In humans, the dominant hemisphere specializes in propositional thought, the rules, syntax, and semantics of which have received much analysis. The other hemisphere uses a mode of thought that Bogen terms appositional, the rules of which need further study.

130. Kolers, Paul A. Interlingual word associations. 1963. J Verbal Learning and Verbal Behavior 2, 291-300.

131. _____. 1964. Specificity of a cognitive operation. J Verbal Learning and Verbal Behavior 3, 234-48.

132. _____. Bilingualism and bicodalism. 1965. Language and Speech, 122-26.

133. _____. 1966. Reading and talking bilingually. American J Psychology 79, 357-76.

134. _____. Bilingualism and information processing. 1968. Scientific American (March), 78-86.

135. Lambert, Wallace E. and S. Fillenbaum. 1961. A pilot study of aphasia among bilinguals. In Psycholinguistics: a book of readings. Edited by S. Saporta. New York: Holt, Rinehart and Winston.

A classic, provocative, but inconclusive study of the hypothesis that coordinate and compound bilinguals show neurologically differential representations of their two languages.

136. Mangan, C. L. and R. B. Farmer. 1967. Studies of the relationship between neo-Pavlovian properties of higher nervous activity and Western personality dimensions. J Experimental Research in Personality 2, 101-27.

The Western personality dimensions are based on Eysenck's hypothesis that the introvert is more labile neurologically than the extrovert.

137. Watamori, T. S. and S. Sasanuma. 1976. The recovery process of a bilingual aphasic. J Communicative Disorders 9 (2), 157-66.

DURING the learning process, are some bilinguals using propositional thought in one language and appositional thought in the other? (Cf. Ruesch, 12, and his two forms of communication.) Do coordinate bilinguals of any age show such a pattern? Are such processes associated with personality type?

138. Davis, Alan E. and Juhn A. Wada. 1977. Hemispheric asymmetrics in human infants: spectral analysis of flash and click potential. Brain and Language 4, 23-31.

A study in which sixteen 5-week-old infants were presented with sets of stimuli hypothesized to be of greater or lesser degree of familiarity. Results of the study were consistent with the hypothesis that the processing in the left hemisphere is comparative, sequential, analytic, differential, and referential, and is more capable of relating stimuli to previous experience, whereas processing in the right hemisphere is nonreferential, integrative, and more capable of processing unfamiliar or not easily identifiable stimuli (cf. Lozanov, 113, 114, and Ruesch, 12).

139. Pribram, Karl H. Languages of the brain: experimental paradoxes and principles in neuropsychology. 1971. Englewood Cliffs, N.J.: Prentice-Hall.

A highly theoretical and technical--but extremely stimulating--book dealing with the 'brain's compulsion' to generate languages both linguistic and cultural, and its proclivity to code and recode perceptions, behavior, language, and culture into new systems. Includes an interesting section on motivation and emotion.

Virginia D. Hodge is a doctoral candidate in psychology at Catholic University of America. Ms. Hodge has lectured on problems of intercultural and bilingual communication and taught English as a second language in Greece, South Africa, Bangladesh, Germany, and the U.S.; she is currently Director of Admissions at the Children's Hospital National Medical Center in Washington, D.C.

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